

# Grant Writing

- Clarity
- Keep it simple
- Precision
- Persuasion
  - ◆ Statistics

# Professional Development Plan

## ■ Data Driven

### ◆ Student learning

- ◆ AIMS and SAT 9
- ◆ District made tests
- ◆ Student work samples

### ◆ Behavior

- ◆ Disciplinary action
- ◆ Suspension/expulsion
- ◆ Attendance

# Professional Development (cont.)

- ◆ Attitude

- ◆ Teacher satisfaction survey

- ◆ Student satisfaction survey

# Student Achievement

- What are available assessments?
- What is being measured in each assessment?
- What students were involved in the assessment?
- What areas of student performance are at or above expectation?

- What areas of student performance are below expectation?
- Do patterns exist in the data?
- How did various subpopulations of students perform? (gender, race, SES, ELL, sped)
- Are there any other data that could tell us about student performance in this area?

- How are the data similar or different in various grade level, content areas, and individual classes?
- What surprised us?
- What confirms what we already know?

# AIMS

- Test results are reported by subject area at the individual level and aggregated to the classroom, school, district, and state levels
- Scale score, %(FFB, APP, ME, EX)
- Results by concept
- Trait score (writing)

# SAT 9

- Test results are reported by subject area at the individual level and aggregated to the classroom, school, district, and state levels.
- Raw score; Scale score
- National Percentile Rank; Stanine
- National Normal Curve Equivalent (NCE)
- Grade Equivalent score
- Content clusters



# District Made Tests

- Number Correct
- Percent Correct
- Item analyses
  - ◆ What items are the majority of students answering correctly/incorrectly?
  - ◆ Are there common misconceptions?
  - ◆ Disaggregate by gender, race, ELL

# Student Work Samples

- Portfolio analyses
- Scoring rubric

# Behavior

- Frequency counts
  - ◆ # disciplinary action
  - ◆ Suspension/expulsion rate
    - ◆ Over time
    - ◆ State levels
  - ◆ Attendance
    - ◆ Over time

# Attitude

- Survey analyses:

- ◆ Frequency (# strongly agree/disagree with statement)
- ◆ Select those items where more than 50% of respondents fall into either extremes of the scale

# Data Presentation

- Select the most persuasive data
- Link data to:
  - ◆ Problem/need
  - ◆ Goals
    - ◆ Well defined/specific
    - ◆ Benchmarks (sub-goals)
      - Measurable

# Program Evaluation

## ■ I. Program Process

- ◆ Is the program being implemented as designed?
- ◆ How many teachers are participating?
- ◆ Are teachers implementing the program in their class?

## ■ II. Program Impact

- ◆ Achievement tests
- ◆ Surveys
- ◆ Interviews
- ◆ Observations